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ONTARIO

HISTORY

INTERMEDIATE DIVISION

GRADES 7 AND 8

**(Alternative to existing courses
in Social Studies in Curriculum I 1.)**

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**ISSUED BY AUTHORITY OF
THE MINISTER OF EDUCATION**

HISTORY

Grades 7 and 8

(Outlines for Trial Use)

1. The courses in History for grades 7 to 10, as outlined in Memorandum 1958-59:43 of March 13, 1959, are intended to provide a knowledge of the history of Canada and of the British Isles such as should be the possession of every Canadian citizen. The courses also include events and movements in the history of the United States that are significant for Canadians.
2. The course in History for grades 7 and 8, presented here in tentative form for trial use, is a two-year course in Canadian History beginning with the first arrival of Europeans and ending about the year 1901. The course for grade 7 ends about the year 1800, and for grade 8 about the year 1901. Text-books for these grades will deal with these periods. (The history of Canada in the Twentieth Century will be dealt with in grade 10.)
3. A main purpose of any history course should be to encourage a continuing interest in the subject and to develop what may be called an "historical attitude"—the realization that history is not a body of absolutes but that the events the historian records are capable of differing interpretations and that the views of historians may change as new evidence comes to light.

The charge has been frequently made, and perhaps with some justice, that history is often taught with a national bias; that historical figures appear as "plaster saints" scarcely recognizable as human beings; that our side is always right, the other always wrong. If history is presented in such a fashion, it would not be surprising if students developed a cynical attitude to the subject as they became more mature. History of this kind ceases to be history and becomes propaganda. Fortunately there is so much in the history of Canada and of Great Britain of which we can be proud that we need not shrink from an

honest admission of faults, failures, and mistakes, where they occurred.

A study of history should inspire patriotism, but that is not its main function. It is the duty of the historian and of the teacher to present as true a picture of the past as possible. The deliberate distortion of history by the falsification of events or the suppression of facts to build up national feeling, to inspire patriotism, or to plead a cause, cannot be defended, and such distortion can only be harmful in its results.

Separate courses in History have not been offered in grades 7 and 8 since 1937, and the courses then in use had been prepared some years before that date. In the interval much valuable work has been done by Canadian historians. Materials unavailable at the time the former courses were written have since come to light and much more is known of our past. Recent studies have in some cases caused historians to modify views previously held about prominent historical figures or events. Some of these studies are referred to in the Teachers' References, and teachers are advised to become acquainted with them as time permits.

4. It goes without saying that teachers in Ontario schools should be familiar with the history of their own country, and they should have a much wider and deeper knowledge of it than is represented by the course of study offered to their pupils. In preparing themselves to introduce this course it is strongly urged that a careful study be made not only of the text-books placed in the pupils' hands, but also of one or more good standard histories of Canada. For this purpose the following are recommended.

Creighton, Donald: *Dominion of the North*, Macmillan (Canada) 1957. (The period to 1800 is covered in the first 180 pages of this book.)

Lower, Arthur: *Colony to Nation*, Longmans, Green 1957. (The period to 1800 is covered in pages 1-165.)

Lower, Arthur: *Canadians in the Making*, Longmans, Green 1958. (This is a social history of Canada—valuable commentary. Pages 1-172 deal with the period to 1800.)

Brown, George: *Building the Canadian Nation*, J. M. Dent 1958. (This is a simpler and less exhaustive treatment of the subject, written for secondary school classes.)

5. No attempt has been made to divide the course into monthly units or to suggest the length of time, or the number of periods, that should be devoted to the various topics of the course. It is important, however, that all parts should be dealt with and that the whole course should be covered as thoroughly as time permits in the ten months of the school year. It would seem necessary, however, for individual teachers, or for local committees of teachers, to examine the outline in conjunction with the text-books available, and to lay out a plan, setting forth the ground to be covered each month or each term. The plan may have to be reviewed from time to time and altered when necessary if it is found that certain topics require less or more time than was at first assigned to them.

It is anticipated that several text-books will be available for each year's work. The teacher is advised to select one as the basic text which should be in the hands of every pupil. Copies of the other books approved for the course should be available in the classroom library and should be freely used so that when any topic is under discussion the pupil will read what the author of his basic text has to say and may also see how this topic is viewed and treated by other historians.

Most of the explorers will have been studied in grade 6. In this course they should be fitted into their places in the chronological story and it should not be necessary to treat their stories in detail. This should be taken into account when the year's work is being planned.

6. There are many reasons for including some of the history of the United States in a Canadian History course.

The division of the North American continent north of the Gulf of Mexico into two political areas is an artificial one from the point of view of geography. Canada and the United States form a geographical unit, and it is impossible to understand fully the history of Canada without viewing the history of the continent as a whole. The settlement of North America was the result of a migration

(not yet completed) of European peoples to the New World and it must be viewed as one movement.

The populations of the two countries are predominantly of British origin. Their democratic outlooks and their political institutions (although the latter differ widely in many respects) are developments of the British political system and of the English common law.

The two countries have a common language and, as a result, periodical literature, books, radio programmes, films, and television programmes originating in the United States have easy access to Canada and find ready acceptance here. The persistence and vitality of the French language in Canada does not alter the significance of these facts. Educated Canadians of French origin are bilingual to an extent envied by their English-speaking compatriots and so they also feel the impact of American mass media of communication. Naturally enough these offerings express American points of view, values, and attitudes which often differ from ours, and while it is not suggested that any attempt is made or that any desire exists to impose American views on us, an understanding of the American outlook is necessary for the Canadian student if he is to interpret this material and see it in its proper perspective.

Because of the many contacts between people of the two countries—through interchange of tourists, ease of travel, close commercial relationships, the international nature of trade unions, association in matters of defence, and the friendship that exists between us—Canadians need to understand the nature of American institutions, and the historical reasons why they differ from ours.

7. For a list of historical films available from the Audio-Visual Education Branch of the Department of Education see the latest Visual Education Catalogue.

HISTORY

Grade 7

CANADA TO 1800

(Events and developments of the history of the U.S.A. that are significant to Canadians are included.)

The original inhabitants—customs and mode of life

Indians

Eastern forest, plains, Pacific coast

Eskimos

(Kidd, Kenneth E.: *Canadians of Long Ago*, Longmans, Green and Co., 1959, is recommended as a readable and authentic book for the use of pupils.)

Early visitors—their purposes and motives

Norsemen

John Cabot

Fishing fleets—from England, France, Spain
fisheries in Newfoundland

Jacques Cartier

The French in New France

Champlain

Port Royal, Quebec

Explorations, relations with Hurons and Iroquois

Encouragement of missions

The fur trade (beginnings)

The first agricultural settlement—Louis Hébert

The Jesuit Mission to the Hurons

Brébeuf, Lalemant, Daniel

(An interesting account of the Sainte-Marie mission based on recent excavations at the site is given in Jury, Wilfrid and Jury, Elsie McLeod: *Sainte-Marie Among the Hurons*, Oxford, 1954.)

The founding of Montreal
Maisonneuve
Iroquois-Huron rivalries
Destruction of the Hurons
Jesuit martyrs

Adam Dollard

While the French were establishing colonies in the St. Lawrence valley and in Acadia, English settlement was taking place along the Atlantic coast from New England to Virginia and the Carolinas. The colonists, both French and English, had this in common, that they had crossed the ocean seeking to better their economic condition, but there were very significant differences between the two sets of colonists. There were the obvious differences in nationality and language; there was also an essential difference in religious background. The English colonies were principally a refuge for non-conforming religious and political groups seeking escape from domination or intolerance at home. By contrast emigrants to the French colonies were carefully screened to exclude Huguenots or other non-Catholics. To these differences must be added the effects of the physical contrasts in climate, soil, and vegetation, and the character of the native races in the two areas.

The English Colonies in America

Virginia

Gilbert, Raleigh, John Smith
Plantations—tobacco
Slavery and the slave trade

Bermuda

New Amsterdam
Henry Hudson

Pennsylvania

William Penn and the Quakers

Maryland

The New England Colonies
The Puritans
Farming, fishing, shipbuilding

West Indian Colonies

Sugar plantations—slaves

Growth of New France

Frontenac

Dealings with Iroquois

The fur trade

The "coureurs de bois"

Laval

Missions, education, religion

Differences with the governor—sale of "fire water"

Talon "the great Intendant"

Immigration—"the King's daughters"

Manufacturing and commerce

Rivalry with English colonies

Attack on Quebec—Phips

Conflict with Iroquois

Denonville

Massacre at Lachine

Story of Madeleine de Verchères

The generally accepted view of Frontenac's character and governorship has been that presented by Parkman: *Frontenac and New France Under Louis XIV*. A somewhat different appraisal of Frontenac is offered in a recent study by Eccles, W. V.: *Frontenac, the Courtier Governor*, McClelland and Stewart, 1958.

The western fur trade

Marquette, Joliet

The Mississippi

La Salle—"a road to China"

Louisiana

Radisson and Groseilliers

Founding of Hudson's Bay Company

English claim to northern lands

(The teacher is reminded that the explorers have been studied in detail in grade 6. These men may now be fitted into their places in the chronological story, but detailed treatment should not be required.)

Settlement of Acadia

The Acadians

Nova Scotia under British rule, 1713

Cape Breton

Rivalry of France and England in the New World

Events leading up to Seven Years' War in America

French claim to Ohio and Mississippi valleys

Founding of Louisbourg

Founding of Halifax

Expulsion of Acadians

Attack on Fort Duquesne

Braddock, George Washington

The Seven Years' War in America

William Pitt, Minister of War

Abercrombie at Ticonderoga

Capture of Louisbourg

Wolfe and Montcalm

Capture of Quebec

Cook and Bougainville

The cession of Canada

The Treaty of Paris, 1763

Effect of Seven Years' War

In Canada—the French—the Indians

Coming of English officials and merchants

The conspiracy of Pontiac

In Nova Scotia (Acadia)

In the English colonies in America

The Quebec Act

Boundaries, government, religion and language

Intent of the Act

Effect on American colonists, Indians, French, Montreal
merchants

American Revolution

Causes

Fear of French removed

Prohibition of settlement in Ohio valley

Effect of the Quebec Act

The question of taxation

“No taxation without representation”

The “Intolerable Acts”

Events leading to outbreak of hostilities

Boston “tea party”, Boston “massacre”, closing of
Boston harbour

Paul Revere, Lexington
The Continental Congress
Washington, Benjamin Franklin, Jefferson, Adams
Declaration of Independence—brief discussion of its
nature and purpose, its effect

The War of Independence

George Washington
The Invasion of Canada—Carleton's defence
Ethan Allan, Montgomery, Arnold
Attack on Quebec
Surrender of Burgoyne—Saratoga
The Mohawk valley
Sir John Johnson, Butler's Rangers
French intervention—Lafayette
Surrender of Cornwallis
The War at Sea—Paul Jones, the privateers
The Tories—their treatment in the colonies
The Peace Treaty

Formation of The United States

The Federal Government
Political parties
Washington—first president
New flag, new capital
Social life in the north, in the south

The Loyalists

Carleton, Haldimand
Loyalist settlements
Nova Scotia and New Brunswick
Lower Canada
Upper Canada
Sir John Johnson and his followers
Butler's Rangers
Joseph Brant and the Mohawks

The fur trade of the west

Surrender of trading posts to U.S.A.—John Jay's Treaty,
1794
The Hudson's Bay Company
The Nor'westers
Extension by exploration
Hearne, McKenzie, Fraser, Thompson

The Pacific Coast

Rivalry of Spain, England, Russia

Cook, Vancouver, Vitus Bering

Nootka Sound—sea otter—trade with the Orient

(See note above re treatment of explorers)

Formation of Upper and Lower Canada

The Canada Act, 1791

Upper Canada

Form of government

Clergy reserves, crown lands

John Graves Simcoe

Dislike of democracy, antipathy to Americans

First Parliament—Niagara-on-the-Lake, 1792

Founding of York, 1793

London, Dundas street, Yonge street

Post-loyalist settlement—land seekers from U.S.A.

Lower Canada

Form of government

Seigneurial system, religion, language

Attitudes of seigneurs, clergy, habitants, Montreal merchants

Social life in the new provinces.

HISTORY

Grade 8

CANADA — 1800—1901

(Events and developments of the history of the U.S.A. that are significant to Canadians are included.)

Upper and Lower Canada in 1800

War of 1812

Circumstances leading to war

American penetration of Ohio valley

Louisiana Purchase

Settlement on Indian Lands

Tecumseh and The Prophet

Napoleonic wars

The right of search

Napoleon's "Continental System"—the British reaction

American belligerence (particularly in south, but contrast the attitude of New England which continued to trade with British colonies)

1812—Brock, Tecumseh

Detroit, Queenston Heights

1813—Niagara Peninsula overrun

Capture of York—burning of Parliament Buildings

1814—Crysler's Farm—Chateauguay (de Salaberry)

Moraviantown—death of Tecumseh

Battle of Lake Erie, Lundy's Lane

Maine

The war at sea

Burning of Washington

Attack on New Orleans

The Treaty of Versailles (1815)

All lands taken restored

Effect on Canada

Although the war of 1812 was inconclusive (both sides claim to have won it) and probably need not have occurred at all, it was grim enough while it lasted, especially for the people of Upper Canada. Antagonisms were aroused that persisted for a long time, but the subject should not now be treated in a way that will perpetuate such feelings. The pupils should be brought to understand the circumstances that led to the conflict, to know something of the personalities involved (Brock and Tecumseh, particularly) and to be aware of its results. The events of 1812, '13, and '14 need to be treated in outline only; their description should not become a recital of battles.

Pioneer settlement in Upper Canada

Loyalist settlements

St. Lawrence River, Lake Ontario, Niagara, Detroit

Talbot settlement

Lake Erie, London, and St. Thomas regions

Col. Thomas Talbot

Highland settlements

Glengarry, Ottawa Valley

Huron Tract

The Canada Company

John Galt

Waterloo region

Pennsylvania Dutch, Mennonites

Peterborough-Cobourg region

Peter Robinson, Irish settlements

The areas of settlement may be shown on a map and the pupils should be made familiar with the locations. The circumstances under which they were formed and the individuals who were influential in forming them should be given attention, but no detailed study of each settlement should be required. A recent biography of Colonel Thomas Talbot is useful—Hamil, Fred Coyne: *Lake Erie Baron*, Macmillan, 1955.

Means of livelihood

Subsistence farming (contrast with single staple, fur).

Rapid destruction of forests to provide farms

The potash industry

Timber trade

Ottawa and St. Lawrence Valleys

Social life

Isolation of the settlers

Dwellings, farm methods, implements, markets, mills

Religion

The Anglican Church—Clergy Reserves

Roman Catholic settlements

The Methodist circuit rider, "camp meetings"

The pedlar on horseback

Elementary education

Political outlook

Hostility to U.S. because of

Treatment of Loyalists

Destruction caused in War of 1812

Distaste of governing group for American democracy associated with "mob rule" and excesses of French revolution

Admiration of settlers for U.S. free institutions

Contacts with U.S.

One route for settlers via New York and Albany

Dependence on U.S. for many items of trade

Political ideas of settlers from U.S.

Aims of governing group

Aristocratic society similar to English

Reliance on England for government, defence, and trade

Dominance of Anglican church in religion and education

Early accounts of pioneer life written by Anna Jameson, Col. Strickland, Mrs. Moodie, Mrs. Traill, Anne Langton and others are illuminating. Jameson, Anna: *Winter Studies and Summer Rambles in Canada*; Strickland, Samuel: *Twenty-seven Years in Canada West*; Moodie, Susanna: *Roughing it in the Bush*, are available in most libraries. See also, Langton, Anne: *A Gentlewoman in Upper Canada*, Clarke, Irwin; Reaman, G.E.: *The Trail of the Black Walnut*, McClelland and Stewart; and the excellent series of *Pioneer Books* published by The Macmillan Company of Canada (list on request from publisher).

History of the local community

It is suggested that at this point the origins of the community in which the school is situated be examined, and its early history followed so that the pupil may fit his

own community into the general picture. The history of communities formed after this period should, of course, be dealt with at what the teacher considers the most suitable time. History comes to life when the pupil can relate it to the present and to his own community.

The study of the history of the local community is assigned to grade 8 as a topic following the study of pioneer life. The teacher should make use of whatever local resources are available to supplement and enlarge the presentation of the text-book. Local museums have been established in many areas of the Province; memorials varying in size and impressiveness from the Martyrs' Shrine near Midland, the Champlain monument at Orillia, Brock's monument at Queenston Heights, to modest cairns and simple plaques have been erected by various agencies. For many regions local histories are available, such as Bertrand, J. P.: *Highway of Destiny*, Vantage Press, 1959, (Northwestern Ontario, particularly the region of Port Arthur and Fort William); Campbell, Marjorie Freeman: *Niagara, Hinge of the Golden Arc*, Ryerson, 1958; Brault, Lucien: *Ottawa, Old and New*, (Published by the author, Ottawa, 1945.)

Lord Selkirk and the Red River Settlement

The crofters and their migration

Hostility of fur-traders, métis

Seven Oaks

Conflict between Selkirk and Hudson's Bay Company

Absorption of Nor'westers by Hudson's Bay Company

Campbell, Marjorie Wilkins: *The Northwest Company*, Macmillan of Canada, 1957, is recommended as a teacher's reference. The author's appraisal of Selkirk differs from the view generally accepted previously. *The Nor'westers* (same author and publisher) is recommended for pupils.

Expansion of U.S.A. (brief treatment; to be shown clearly on map)

Louisiana Purchase, (Napoleon) 1803

Florida (Spain) (1819-21)

Texas (Mexico) 1845-50

California, 1848

Maine, 1842

Oregon, 1846

Outline of circumstances leading to each Canadian settlement
Threat of inclusion in U.S. of territory north of latitude 49°

The formation of the Latin American Republics

Simon Bolivar

(Brief treatment, sufficient only to inform the pupil of what became of the Spanish territories in America.)

The Rebellions of 1837

Upper Canada

Dissatisfaction of the settlers

Land grants and titles

Clergy reserves and crown lands

The "Family Compact"

Bishop John Strachan, John Beverley Robinson

The Reformers

Robert Baldwin, Egerton Ryerson

William Lyon Mackenzie, Robert Gourlay

Sir Francis Bond Head

Struggle between reformers and governing group

The rebellion and its collapse

Treatment of rebels

Lower Canada

The "Château clique"

The Reformers

Louis Joseph Papineau

Antagonism of French and English

The rebellion and its suppression

A good account of the life and times of William Lyon Mackenzie is to be found in Kilbourn, Wm.: *The Firebrand*, Clarke Irwin, 1956. Some documents relating to the complaints of the settlers have been republished in Needler, G. H.: *Colonel Anthony Van Egmond*, Burns & MacEachern, 1956.

Lord Durham

Character

Study of situation in Canada

Treatment of political prisoners

The Durham Report

Union of Provinces

Self-government (modelled on Great Britain)
Party government, cabinet
Contribution of Baldwin
Assimilation of the French

Union of Upper and Lower Canada

Act of Union, 1841
One legislature
Equal representation from each province
Lord Sydenham
British loan for canals
Baldwin-Lafontaine ministry

Britain and "Free Trade"

Effect on Canada (wheat, timber)

Irish Famine

Immigration of Irish
Effect on Canada

Lord Elgin

The Rebellion Losses Bill
Burning of Parliament Buildings, Montreal
Principle of self-government established
The annexation manifesto
The Reciprocity Treaty, 1854

The coming of the age of steam

Shipbuilding in maritimes (wooden ships)
The steamship and the railway
Cunard and the "Royal William"
Railway building in U.S.A.
Effect on settlement and manufacturing
Pennsylvania coal and iron
Railway building in British North America
Nova Scotia
Lower Canada
Upper Canada
Grand Trunk—extension to Portland, Maine
Great Western
Great Northern
Growth of idea of federation of colonies and
westward extension of Canada

Confederation

- Growth of idea of federal union
 - Lord Durham's report.
 - Possibility of expansion provided by railways
 - Effect of British free trade policies
 - The "Little Englanders"
 - Fear of American penetration of the west
 - The problem of defence
 - Fear of war with U.S.A.
 - The Fenian raids
- The movement towards union
 - Deadlock in Canadian parliament
 - John A. Macdonald, Etienne Cartier
 - George Brown, The Grits
 - "Rep by Pop"
 - Conferences at Charlottetown, Quebec, London
 - The "Fathers of Confederation"
 - Macdonald, Brown, Cartier, Tupper, Tilley
- The British North America Act, 1867
 - Federal and Provincial parliaments
 - Functions of each
 - Sir John A. Macdonald, first premier
 - Opposition in Nova Scotia
 - Joseph Howe
 - Building of Intercolonial Railway
 - Prince Edward Island, 1873

A full account of the events leading to Confederation, of many of the leading personalities concerned, and the story of the young Dominion to 1891 are to be found in Creighton, Donald: *John A. Macdonald* (2 vols.) Macmillan (Canada) 1955-56.

The Race to the Pacific

- Lands of Hudson's Bay Company transferred to Canada, 1869
- The Red River Colony, 1821-1869
 - Settlers and traders
 - The métis—buffalo hunters
 - Red River Rebellion, 1870—Louis Riel
 - The Wolseley expedition
 - Province of Manitoba joins the Dominion, 1870
- The North West Mounted Police

British Columbia

The Vancouver Island colony

The Gold Rush

Province of British Columbia formed, 1866

Joins the Dominion, 1871

 Terms

Transfer of Arctic Islands, 1880

Civil War in the United States

Conflicting interest of Northern and Southern States

 The South

 Plantations—cotton, tobacco, sugar

 Slave labour

 Desire to extend into western lands

 The North

 Manufacturing—coal and iron

 Opposition to slavery on moral and economic
 grounds

 Determination to control the west

 Differences in social life and organization

States' Rights

The plight of the slaves

 The abolitionists

 Underground Railway to Canada

Secession of Southern States—The Confederacy

 Jefferson Davis

 The Confederate armies

The preservation of the Union

 Abraham Lincoln

 Union armies, Ulysses Grant

General account of the war

 Gettysburg

 Sherman's march through Georgia

Liberation of the slaves

Assassination of Lincoln

Attitude of the British

 Effect on Lancashire cotton industry

 The "Alabama"

 The "Trent" affair

 Reinforcement of British garrisons in B.N.A.

 Refusal of Canada to contribute to costs

Effect of civil war on Canada

Fear of war between Britain and U.S.A.

Prosperous trade with northern states

Canadian volunteers in northern armies

Settlement of freed slaves

 Halifax, Dresden, St. Catharines, Chatham,
 Edgar

Post-war period

Condition of negroes

Sir John A. Macdonald and western expansion

Building the C.P.R.

Effect on Indians, métis, settlement

The "Pacific scandal"—Conservative defeat

The Liberal government of Alexander Mackenzie

Macdonald's return to power, 1878

 The "National Policy"

Completion of the C.P.R.

The Northwest Rebellion, 1885

 Riel, Dumont, Big Bear, Poundmaker

 The "Riel affair"

(A vivid account of the Rebellion of 1885,—the recollections of an observant participant who fought in the ranks of the Queen's Own Rifles—is contained in a monograph, Needler, G. H.: *Louis Riel*, Burns & MacEachern, 1957.)

Manitoba schools question

Sir Wilfred Laurier

The Liberal party—its outlook

The "British preference"

The Diamond Jubilee and the Imperial Conference

The South African War

Discovery of gold in the Yukon

 "Trail of '98"

Canada at the turn of the century

Growth since Confederation

Industry and agriculture

Electric power

Education and public health

Social life and religion